Program Name: Career Services/Counseling

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1. **Description of Program (200-400 words): Career Services**

Within Student Services, the Counseling Division houses four programs that collaborate to support students from matriculation through transfer and/or graduation. These programs are: 1) the Welcome Center (previously Assessment Services), which manages onboarding and matriculation; 2) Career Services, which works with students on the front end of their academic and career journeys to help them determine their "why" and outline appropriate pathways to get there; 3) Student Success, which provides support for students who are struggling academically; and 4) Transfer Services, which assists students in planning their next steps after CSM, if those plans include transfer to a four-year college or university. In 2020, the shelter-in-place order and the mandated shift to remote service delivery changed our outreach and operations for all four programs, and much student interaction that was previously face-to-face became virtual.

Together, whether in-person or remotely, these four programs offer information, support, and resources toward fulfilling the following CSM Educational Master Plan (EMP) Strategic Priorities:

Priority #1: Supporting our Students' Aspirations;
Priority #2: Creating Equitable Opportunities for all Students;
Priority #3: Committing to Progressive and Innovative Teaching and Learning
Priority #4: Building on a Tradition of Service to the Community; and
Priority #5: Enhancing a Culture of Participation and Communication.

Career Services specifically supports the EMP priorities in the following ways:

Career Services supports students' aspirations by providing a "landing place" for students who are unsure of their major or career goals, or who just want to explore different major and career options before embarking on a defined path. Rather than waiting until the final semester of classes or even later, students are encouraged to visit Career Services and take advantage of its resources early on. Career Services' three-part mission is to assist CSM students in: 1) developing career awareness; 2) exploring related professional opportunities; and 3) outlining related academic and career pathways.

Career Services pursues this mission through:

- **programming**, including development and facilitation of workshops (Choosing a Major; Finding Your Purpose; Writing an Effective Resume; Maximizing Your LinkedIn Profile, How to Network, etc.); highlighting immediate employment and internship opportunities through posting on CSM's job search platform and disseminating information through social media and email; facilitating a micro-internship program intended to help early-stage students gain experience; and facilitating student interaction with career counselors through CRER classes and individual appointments;

- **events**, including career awareness and exploration fairs, volunteer fairs, alumni panels/networking opportunities, and speakers on topical interests (e.g., "What can I do with a major in liberal arts?"; "I Love My Job!"; "How I Became a _____");

- **material and online resources**, including a complete overhaul of the CSM Career Services website and social media platforms (e.g., Facebook, Instagram), facilitating access to assessments, such as Eureka, Myers-Briggs Type Indicator, and many others, and until recently, providing handouts on various helpful topics and fliers for events (we have since gone paperless);

- **outreach**, including presentations to faculty, staff and students in various departments to highlight services; building relationships with local employers and volunteer organizations seeking to engage CSM students. Career Services is very intentional in its outreach to community members, focusing not only on ways the community can help CSM students, but how CSM students can help community members and organizations through volunteering, short-term programs, and other collaborations;

- **classes**, in collaboration with counseling faculty, including CRER 126 and CRER 127;

- **individual assistance**, in partnership with our career counselors.

2. **Results of Previous Program Review (200-500 words)**

Career Services' previous program review was unusual in that the Program Services Coordinator (PSC) writing the review had moved into that role only a few months before, after it had been vacant for more than a year and a half. During this gap, several staff members attempted to keep things afloat, but clearly it is a full-time position and intermittent attempts to help, while much appreciated, could not maintain the level of service desired and expected of a community college career services office. Despite this gap in both service and related information available to students using Career Services, the new PSC was able to outline a plan toward fulfilling three basic SAOs, included below with related assessment measures:

SAO	Assessment Measures	SMCCCD District Goal addressed
1. **Increase awareness among CSM administration, faculty, students and community about the availability of Career Services Programs**.	• Revise/revamp Career Services website and update social media, which had been stagnant for more than 18 months; track usage to measure success • Increase and maintain communication with students and faculty (which was extremely limited for the past 18 months) through email correspondence and classroom visits, marketing, and on-campus presence in Counseling Services • Collaborate with divisions/departments to plan events related to careers in the academic disciplines represented • Launch and maintain *What's Your Why?* campus-wide campaign: invite and involve students, faculty, and staff to participate in the campaign, sharing their stories of how they discovered and articulated their purpose; share results through posters, rack cards, web features, etc.	Strategic Goal #1: Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success;
2. Provide opportunities for students to learn and engage in discussions about majors and career pathways, with both CSM staff/faculty and prospective employers.	• Create and administer intake survey and follow-up for new (and continuing) students regarding career awareness and resources available (e.g., "Career Check-up" in Bayview Dining Room; presentations in classrooms) • Facilitate on-campus events: e.g., o Career Awareness and Exploration Fair (note: this differs from a job fair--students can feel free to ask questions and not feel they are being evaluated at that moment, as they might in a recruiting or job fair);	Strategic Goal #2: Establish and Expand Relationships with School Districts, 4-year College Partners, and Community-based Organizations to Increase Higher Education Attainment In San Mateo County; (specifically, Career Services reached out to **community-based organizations**, such as Bridgegood, that connect students, especially from underrepresented groups, to professional opportunities, as well as local public entities, such as the County of San Mateo, which always has different

	- Volunteer Fair, in collaboration with local organizations; - Weekly employer tabling to make students aware of job openings; - Guest speaker series, including speakers from 4-year colleges in the Bay Area to help our students understand career pathways in a given major - Obtain evaluations (e.g., surveys) of events by attendees and participants - Bulk upload of student data to College Central Network job search platform to increase number of students who have access and engage in related student-employer interaction	departments represented in Career Services' fairs, outreach materials, etc.) Strategic Goal #3: Increase Program Delivery Options, including the expanded use of instructional technology to support student learning and success. In addition to reviving the College Central Network through outreach to all enrolled students, rather than relying on students finding the information via website, we renewed contracts for proven platforms and instruments such as Eureka, Myers-Briggs, and Strong Interest Inventory. Students could make appointments to take assessments through the Program Services Coordinator, either in the Counseling Services area or at home, and the PSC would then compile the results and make them available to the student's counselor in preparation for follow-up individual appointments.
3. Increase access to and usage of Career Services resources	- Maintain an active presence on committees or other meetings to ensure Career Services information is included in overall campus planning (e.g., Career Counselors and Career Services participating in Guided Pathways discussions to ensure the career components of each Academic and Career Community (ACC) pathway carried equal consideration and would be implemented in a way that supports student success.) - Collaborate with EOPS, Umoja, MANA, Puente, and other learning communities; these have extensive outreach; Career Services leveraged that outreach both to disseminate information and to provide customized events, workshops, etc. for target populations and elicit feedback.	Strategic Goal #1: Develop and Strengthen Educational Offerings, Interventions, and Support Programs that Increase Student Access & Success; Strategic Goal #3: Increase Program Delivery Options, including the expanded use of instructional technology to support student learning and success.

	• Create online calendar of events, workshops, and opportunities accessible from Career Services home page to centralize knowledge about Career Services offerings • Collaborate with Promise Program, with career-related events embedded into the Promise milestones • Collaborate with Learning Center to provide workshops for target populations (e.g., athletes) during their assigned time at the learning center	
As an overall comment, while the shelter-in-place orders and shift to a virtual campus was in many ways disruptive, it also contributed positively toward Strategic Goal #3. Career Services had to shift workshops to an online format, for example, which enabled a greater number of students to participate. Relatedly, before the pandemic, Career Services was open for walk-ins (and Career Counselors held assigned drop-in hours); however, adding the ZOOM appointments allowed a greater number of students who might otherwise be constrained by time, work, or physical location to participate in Career Services events and speak with Career Counselors.		

Such was the suggested action plan, based upon the status of Career Services at the time. Given that there was only skeletal scaffolding at the beginning of the academic year, and there was no clear point person on campus for career-related matters, much progress was made and Career Services became a recognizable functioning unit on campus with a recognizable (or at least designated) contact person. Still, even though we feel confident saying there was much improvement, we evaluated our efforts and changes were made in 2020 – 2021 based upon the outcomes of those evaluations. These changes include:

Change to job search platform:

College Central Network: The job-search platform that was in place when the Program Services Coordinator position began was College Central Network (CCN), which had replaced a platform called JobLinks. The contract with CCN was active but site usage had waned to almost nil, so the first step was to revive it and get both employers and students to use it.

For one year the Career Services PSC maintained the College Central Network, conducting outreach to both employers and students, fielding inquiries from both employers and students, providing assistance navigating the site, and ensuring jobs were posted and replaced/removed on a timely basis. The Career Team met to outline our goals, however, and decided that given Career Services' role at the front (Career Services/Counseling) end of a student's journey, overall management of a job search platform might be more appropriate for Strong Workforce. Most of the students seeking employment at the front end are looking for something to help finance their immediate expenses, or to try out different positions so that they can have a better idea of what type of major and career pathways they might ultimately choose (part of our mission: awareness and exploration). The majority are not looking to secure longer-term permanent positions at this point in their CSM experience, with many planning to transfer to a 4-year school before they decide on career. Those who made it clear that they were very sure about their career and employment intentions, many near the end of their CSM journeys, were then referred to Strong Workforce.

JobSpeaker: Parallel to the shift in job search management from Career Services to Strong Workforce was the investigation and adoption of a new job search platform entirely. Namely, the Strong Workforce Team advocated for a platform called JobSpeaker beginning in 2020. Among the differences between JobSpeaker and College Central Network is that in creating an account on JobSpeaker, students put in a list of the classes they have taken or are taking, and the platform pulls and lists skills for a student based upon these classes and adds them into the student profile. JobSpeaker can match an employer's need for say, bookkeeping experience with students who have taken classes that included bookkeeping in their course outlines and curriculum (skill identification), even if those students haven't specifically taken a class entitled "Bookkeeping." College Central Network did not have this capability; it relied on everything (skills, strengths, etc.) being input into a profile directly by the student. This shift to JobSpeaker thus proved very helpful for all students because they are often unsure how to demonstrate that their coursework translates into employment-related experience.

Career Services staff and Career Counselors continue to promote and utilize JobSpeaker, so all have working knowledge of its capabilities and can explain them to students and employers. However, since Workforce has a more specific mandate of helping students to obtain jobs that both meet workforce demands and command a living wage, it is more beneficial that Strong Workforce manage the employer side of things. That is, Workforce can be strategic about what industries and employers to target and create accounts and post jobs or internships on JobSpeaker. This allows for better monitoring of both the types of employers and jobs available

and student applications and success in obtaining desired (i.e., per Workforce requirements/guidelines) employment. Of course, no employer is turned away from JobSpeaker, so those who have immediate hiring needs still post on the site and Career Services still ensures information about those positions are visible to students as appropriate.

Given the interruption of employer recruiting during the COVID-19 pandemic, it remains to be seen whether JobSpeaker met expectations, but it is relatively easy to use and Career Services and Career Counselors have switched and use it with students on a regular basis.

CRER Classes Update:

One additional change was to the Career (CRER) class offerings. Specifically, CRER 126: Career Assessment and Exploration, was modified and expanded from a .5-credit class to a 1-credit class. With the recent hire of a tenure-track Career Counselor and Career Services/Counseling's emphasis on helping students learn as much as they can about themselves in determining what academic and career pathways are best for them, this course became very important. Taught by a counselor, CRER 126, which focuses on various assessments and instruments to help students articulate their values and requisites for careers/employment (e.g., Am I willing to work non-standard hours? Am I seeking to work outdoors?) regularly filled and students found the class helpful (more info on this may appear in the faculty instructors' review).

Shift in presentation of Career Services as a campus entity

In conclusion, I would note that Career Services underwent a shift from its previous identification as a sort of job/employment agency located on-campus to a *career services department* that offers students opportunities to learn about what is out there, explore different possibilities, and outline various academic and career options before making an informed decision, and importantly, collaborates with instructional faculty and administrators to do so. This presentation is much more aligned with CSM's strategic priority #3, as it seeks to create synergy and shared responsibility between instruction and student services to promote student success.

3. **Current Program Review (200-400 words)**

Overview:

Clearly, the COVID-19 pandemic strongly affected our operations. In some ways, Career Services' day-to-day operations were not negatively impacted. Much of the program management (e.g., arranging workshops and classroom visits and securing guest speakers) was already accomplished primarily through phone and email. The events themselves were simply shifted to a virtual format during the pandemic, as opposed to holding them in the physical space of Building 10 – 191 or Bayview Dining Room. In terms of the number and depth of program offerings, Career Services maintained a high level of service. Many invited speakers actually preferred a virtual format, and students became accustomed to receiving information via ZOOM or Skype. Thus, despite the pandemic and changes to regular operating procedures we continued

to offer a variety of programs to meet students' needs and ensure widespread awareness and access.

Specific Examples of Career Services' strategies in action:

In the 2019-2020 and 2020-2021 academic years, Career Services launched a concerted effort to facilitate events that would attract students who are historically underrepresented in terms of race/ethnicity, first-generation status, gender, and age.

In Spring 2021, for example (right in the middle of the pandemic), we ran our annual "Fall in Love with a Career" speaker series, the goals of which are to: 1) represent and provide information about non-traditional career pathways; 2) include speakers from different ethnic/racial backgrounds and genders to better reflect our student demographics; 3) highlight the career journeys of CSM alumni; and 4) attract a diverse audience of CSM students, staff, and faculty as well as community members.

One speaker in the series was Claire Mack, an African American woman, self-identified high school dropout who later turned to CSM for her education, first-generation college student, CSM alumna, and a now-successful San Mateo politician-turned-businessperson whose career trajectory has had many twists and turns. Such an individual is someone with whom various CSM students could relate on different levels. College data from 2020-2021 indicates that 50% of the overall CSM enrollment is female, and that 48% are first-generation college students, for example, similar to the speaker's background. Furthermore, while only 3% of CSM students currently identify as African American, including Ms. Mack as a speaker inches us forward in terms of promoting equity and including this population in our campus happenings.

Career Services reached out to the SMCCCD Alumni Foundation and the CSM Ethnic Studies department for both planning and execution of the event, and listed them as co-hosts/co-sponsors. The event was advertised campus-wide through faculty channels, learning communities, social media, and direct outreach via email. Several classes attended the event, as well as a significant number of community members (non-students). Attendees responded positively to Claire's (often emotional) stories about facing racism, gender bias, and ageism during her career journey, and lessons about failures and resilience/recovery in response to those failures, and asked excellent questions.

We had many speakers, but I will not list them all here, but here are a few examples:

- Alma Angel, CSM Alumna and Latina (self-identified), author of *Skilled: Why Customer Service is More than a First Job* (March 2021); getting the most out of any job
- Rhonda DeMars, CSM Alumna and successful entrepreneur/owner of an organic cosmetics company, on "Following Your Passion and Making it into a Career"
- Sherri Franklin, San Francisco community member and founder of Muttville, a rescue and adoption center for senior dogs, "I Love My Job!"
- George Anders, Senior Editor, LinkedIn, "What can you do with a major in liberal arts?"

I would be happy to provide additional information if requested. I can say confidently that Career Services was intentional in its outreach to diverse individuals. The majority of individuals were women and/or from underserved racial/ethnic groups, who were both familiar with the community college experience and whose career pathways have not been linear. There is nothing wrong with having an ivy-league educated, successful, White male CEO of a Fortune 500 company come to speak; however, that individual may not reflect CSM's student population and is less likely to inspire the deep connection we hope to achieve with our students.

Analysis:

At this point, it is important to acknowledge the areas in which Career Services was not as successful and would like to improve. The most significant, and the area upon which I as Program Services Coordinator intend to focus before the next program review, is data collection. There are numerous reasons for less-than-stellar data collection during the current program review period.

First, Career Services workshop and even individual appointments and event RSVPs were not made/recorded in SARS, which from what I understand many of PRIE's reports for the Counseling Division are/were generated. Prior to my arrival, SARS was not set up to take workshop appointments for Career Services, and I did not know to ask that they be, as I had never used SARS before, so I used Outlook, paper sign-in sheets, and/or registration and evaluation surveys in Formstack. Because the objective was to reach out to and attract as many people as possible, we cast a wide net and welcomed everyone when an event started. Not all attendees had Gnumbers or offered other identifying elements. Sometimes students simply showed up for an event in response to an advertisement or social media posting without prior registration, and if they came late or left early, they sometimes were not "counted."

Additionally, on the sign-in sheets and Formstack registration, the PSC was not comfortable asking for a student's race/ethnicity, gender, and age right there in the survey. Perhaps others would not feel uncomfortable asking students to self-identify as such upfront, but the PSC did. If those who registered showed up for an event, it is possible to use their Gnumbers to back track and find out this demographic information. The PSC did not do this, however, 1) because of the sheer number of events held; 2) the large numbers of attendees, many of whom did not log onto the ZOOM with an easily-identifiable name or affiliation listed (some used aliases or nicknames, or relatives' ZOOM accounts), some of whom were dual enrollment, Middle College students, Skyline/Cañada students, or not students at all; and 3) oftentimes professors invited their classes, but did not take attendance during these events (sometimes they offered extra credit for an assignment completed based on the events and thus attendance was not deemed necessary) so it was extremely difficult to accurately gauge the numbers of students – and then to break the numbers down by demographic data. I am by no means suggesting that obtaining this data is not important. It is, and do not wish to make excuses for not gathering that data. All I can offer is that as a "one-person office" manager and program coordinator who handles all phone and email inquiries, outreach, social media, guest relations, interdepartmental collaboration and technical

aspects of workshops, events (and for a while, scheduling career counseling appointments in the SSL), plus the complete shift to virtual operations, the PSC simply did not have capacity to try to obtain this information.

Anecdotally, I do believe that we made some progress with regard to closing opportunity gaps; however, in the next program review I will work to quantify this belief. To this end, I plan to ask for help, either from PRIE or from the Salesforce/SSL team or both, to capture this demographic information (I am open to suggestions about how to create a system that will help me to do this!)

Additional/ongoing challenges: Career Services and Strong Workforce Hub

An ongoing challenge for the members of the Career Team is the lack of connection and communication between Strong Workforce and Career Services. As one example, just recently, the Career Team found out that the Director of Career Education had been on leave for several months and that the Strong Workforce PSC had taken on that role. Additionally, a PSC from another college had detailed into the Strong Workforce PSC role. No one on the Career Services team was informed about these changes, and thus fielded some inquiries to the wrong person. We were not even informed when the new Dean of Business was selected, after the previous Dean retired several months before. It would be helpful to know about these changes in personnel when we reach out or refer students to Strong Workforce for any reason, and to be aware of Strong Workforce's reporting structure. Some of this lack of communication undoubtedly stems from being in a remote environment, and not seeing each other in person perhaps it doesn't occur to let people know about changes, but going forward it would benefit the Career Team to be included. We make a concerted effort to let Workforce know about our events and workshops, sharing calendars and links and even requesting to have Workforce co-sponsor or co-host (with or without financial contribution), and would appreciate a return effort. One of the counselors has expressed that they really feel left out of the loop and have little idea what it is Workforce is currently doing. We often don't learn of Workforce events until they have already happened, which means that we haven't passed that information on to the students we meet. We are not kept abreast of what the grantors/state expects of Workforce, so we don't always know where Career Services' purview should end and Workforce's should begin. Our team has attempted to take initiative to schedule regular meetings, but this has proven very difficult given the remote environment, personnel changes, and the number of schedules that need to be accommodated.

The new normal – a hybrid presence?

Another area for consideration is whether or not Career Services needs to have a physical presence on campus 100% of the time or can remain primarily virtual. We have all adjusted to working remotely, and much of what Career Services can continue to be done remotely. Granted, there are certain things that cannot be done remotely (like facilitating a Career Fair in Bayview Dining Room); however, other duties are actually easier to do online. The correspondence with

employers, organizations, and students, and up-to-the-event planning, for example, takes place by email, ZOOM, or phone, until the day-of when employers/organizations physically come to campus.

I think much depends on the future of Career Services as a department and whether it remains separate from Strong Workforce, undergoes some sort of transformation/return to more of a job-search and support role and is subsumed by Strong Workforce, or becomes more integrated into "Resources for First-Year Students/ Explorers" or something similar to support students who truly need guidance as soon as they arrive at CSM. We had begun those types of discussions prior to the pandemic, but then the Dean of Business retired and we all went remote, and I don't believe we have revisited them.

4. Planning

Program goals

Based on your current review of your program's equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. (see horizontal chart beginning on next page).

Summary

This program review provides an honest evaluation of both successes in program development and execution and gaps in access and service. Career Services supports cross-campus collaboration and reduced "academic/career separation" to improve practices and more equitably serve students.

The current Program Services Coordinator's strength is in the execution of programming and events; she requests assistance/training in outlining specific metrics and capturing progress toward overall program goals and SAOs via quantitative data collection.

In collaboration with the Student Success Program Services Coordinator and other Student Services staff, Career Services can serve to make the student experience, particularly during the first year, one in which students feel supported and valued and part of a campus community.

The challenge comes in keeping track of all of the different initiatives and supports we as a campus want to put in place. Sometimes we work in silos. Sometimes we duplicate efforts. Sometimes some populations receive more support than others. My hope is that a more collaborative effort across campus will enable us to provide a more equitable system of sustained support for *all* CSM students.

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Establish ways to better capture demographic data of students who use Career Services	Work with PRIE or other departments and the Dean (and ask for assistance or recommendations from our sister colleges) to determine the best way to capture this data when or directly after usage occurs	Quantitative data for Career Services' resources and activities analyzed for student population equity and modes of delivery equity	Academic Year 2021-2022 and beyond	Career Services' team, primarily monitored by the Program Services Coordinator	Assistance determining which methods best capture the data (i.e., can this be done in the SSL? Do we continue to use Formstack and try to capture it that way?), and how to retrieve and analyze the information.\n\nTraining on a) how to input/capture information; b) how to run reports and retrieve data; and c) how to interpret data and draw conclusions/make recommendations
2. Embed career-related milestones into student-facing resources and platforms, e.g., individual course syllabi, WebSmart, and Canvas, and engage faculty in promoting use of career resources, and assisting in the development of career milestones for given academic and career communities	Work with individual departments: get faculty input about what milestones they feel are important for students in a given major and ask that these be incorporated into the syllabus or have Career Team present on topics as appropriate.\n\nPerhaps in the SSL there could be something added that prompts students to make a career counseling appointment.	Presence and usage statistics, including how many faculty/classes incorporate career milestones appropriate to their disciplines;\n\nQualitative information about how these embedded elements benefit students (focus groups?)\n\nNumber of appointments made specifically for assessments and career counseling	Academic Year 2021-2022 and beyond	Career Services' Team, primarily PSC, with assistance and support of Deans, instructional faculty, and counseling faculty	Assistance from and support by decision-makers (administration, faculty, staff) regarding this collaboration; oftentimes pursuing academics and careers are viewed as and explained to students as separate occurrences; i.e., that students should focus on coursework now, and think about career plans later. Faculty buy-in is essential.\n\nAssistance from parties that monitor and update platforms like SSL, Web Smart (Degree Works??) and Canvas to incorporate and track career; e.g., can we institute something for career similar to that which exists for matriculation, with certain tasks outlined that have to be checked off before one can progress to the next item, or time allotted to the PSC to train to do so;

					Flex Day session for faculty on incorporating career milestones to be presented by Career Team
		Achievement of milestones (e.g., if one milestone is to create a LinkedIn profile, how many did so after prompt/instruction from Career Services?			Work with Guided Pathways Committee to ensure student milestones include both academic and career goals, both being equally important
					Budget to implement various milestones, particularly if these milestones involve efforts to bring community employers and organizations to meet students where they are (on campus, e.g., employer meet-and-greet)
3. Outline clearer parameters regarding the roles of Career Services and Strong Workforce Hub	Meeting of Dean of Counseling, Dean of Business, and other decision-makers as appropriate to clearly outline the responsibilities, goals, and metrics for both entities, and discuss future plans; Request written information (e.g., brochures, or online references) on all CTE programs, including offerings, contact persons, and notifications when there are changes in program requirements	Availability of consistent and information for all counselors, whether career, academic/general, Promise, etc.	Academic Year 2021-2022 and beyond	Career Services' Team, primarily PSC, with assistance/support of Deans, instructional faculty, and counseling faculty	Guidelines from administrators and information regarding future plans; If Workforce plans to use the Career Team's efforts and successes to support their requests for resources or in other situations (such as presentations to the Board of Trustees, or in their marketing materials), the Career Team would like to be informed of this since at this point ours are not joint efforts. If Career Services should remain/become more identified with the first-year experience, getting students to think about careers at the beginning of their CSM journeys, marketing (albeit hard copy or

					virtual) assistance to make this known to both students and faculty
4. Establish process for obtaining and interpreting satisfaction levels of students who use Career Services	Similar to Goal #1, with data collection measures to include focus groups or other student representations to gather qualitative information about Career Services	Qualitative data for Career Services' resources and activities analyzed for student population equity and modes of delivery equity – perhaps individual stories along the lines of the *What's Your Why* campaign	Academic Year 2021-2022 and beyond	Career Services' Team, primarily PSC, with assistance/support of Deans, instructional faculty, counseling faculty, and student representatives	Compensation for participation in focus groups (e.g., Paws for Coffee gift card?) Planned scheduling of campus photographer for events (rather than calling and hoping someone is available); budget for food, etc. at student-focused events
5. Streamline the CSM experience arc for students: from matriculation to academic and career planning, to student success assistance, to transfer information and options	The four programs (welcome center, career services, student success, and transfer services) within Counseling Services can meet on a regular basis to ensure information and best practices are shared	Ease of student transition from each part of the experience to the next; perhaps following the Promise model of monitoring and support for students (but especially for students who are not in Promise or other learning communities). (We need to serve all students, not just select groups).	Academic Year 2021-2022 and beyond	Career Services PSC/First-Year Planning Coordinator "CSM Career Services" encompasses much more than end-of-journey job searches and interview techniques; rather, along with the other programs in the Counseling Division, it is part of the entire arc of the student experience	Administrators'/Division support for a CSM Career Services/First-Year Experience program, informed by all four programs but with emphasis on career services and student success planning. This would not require a new hire, as the program could be staffed by the existing Career Services Program Services Coordinator, with "Career Services" broadening to include the "Exploration" experience and as such time allotted to first-year planning. This would still include the "What's Your Why?" and choosing a major or career components already encompassed by Career Services. Because Career Services is already part of the counseling division, the shift would be smooth, although a slight change in title (e.g., from

					Career Services PSC to FYE PSC or something similar) might be warranted. This position would work collaboratively with the other three programs represented in the Counseling Division.

As a final note, I think it would be beneficial to include in our professional development offerings for staff things that relate specifically to practical applications in student services, e.g., *Best Practices in Online Student Services* or something similar. We now have some wonderful resources on self-care, but I feel we need to learn more strategies for engaging students in this virtual/hybrid environment. Relatedly, the current PSC would like to offer more workshops/trainings for students in how to use the various resourced available – Eureka, MyPathways, the program mapper (in collaboration with the Guided Pathways program), etc.

I think it might be helpful to follow and document one student's journey from the beginning of his/her/their time at CSM to transfer/graduation, with evaluations at different checkpoints (e.g., after first semester, after first registration for classes without assistance, after changing a major) and how the process was for that that student. If the student is comfortable sharing, it could be documented via a blog or video on the CSM Career Services web page. Perhaps this is something that could be introduced to our Student Ambassadors, as they often share their CSM experiences with other students.

Many thanks for the opportunity to review Career Services during this unusual time.